Psychological Science 350
PROSEM: DEVELOPMENTAL PSYCHOLOGY
Dewey 100
Wednesdays, 8:30 – 11:30 am

Instructor
Annie Murray-Close, Ph.D.
Phone: 656-4142
Office Hours: by appointment only

Contacting Me
E-mail is the best way to reach me. Although I usually check my email frequently, please know that a response may take up to a couple of days. I’ll do our best to get back to you earlier, if possible.

Course Overview
The seminar focuses on key issues in developmental psychology. This course will include an examination and critique of psychological theories, methods, and research in socio-emotional and cognitive development across the lifecourse. The goals of this course are to:

- Promote an understanding of a developmental framework for the study of psychological phenomenon
- Identify principles and analytic tools in developmental psychology
- Expose you to current issues and controversies in the area of developmental psychology
- To make you aware of research outside of your area that might be relevant to your own research.

Course Format
- Readings. Required readings are available on Blackboard (under “Course Materials”). Be sure to complete all readings assigned for the day before class.
- Meetings. The primary format for this course is lecture and discussion. On most days, the instructor will provide a lecture to provide a foundation for the discussion. Please bring in newspaper articles, internet stories, etc., that relate to the topics we discuss.
Course Requirements

**Class Participation and Discussion Questions (35% of your grade).**
This seminar course focuses on class discussions of course material and related topics. The quality of this course depends on your thoughtful and active contributions to the class. Active participation includes listening attentively to others, making contributions regarding your own thoughts and ideas, and responding to the ideas of others. I understand that some students are more comfortable in discussion than others; however, the success of this course depends on participation from all students. Thus, I expect active participation from each class member. I expect you to attend every class, to complete all of the course readings before class, and to actively engage in class discussions. Please note that exemplary engagement is not simply making many contributions to discussions – the quality of the discussion and the use of course readings to inform discussion points is more important than frequency of contributions.

Students should come to each class with ideas and questions to discuss. **To encourage class discussion, students should post 2-3 discussion questions 24 hours before each class (by 8:30 am each Tuesday) on Blackboard and bring a hard copy of their questions to class.** Questions should be developed to facilitate discussion, and should not simply reflect issues of clarification. The best discussion questions are integrative, and build on cross-cutting themes from multiple readings. I will often ask you to present one of your discussion questions in class and to facilitate the class discussion based on your question. To post your discussion questions, click on “Discussion Board” in Blackboard, and then click on the appropriate forum (labeled as the date for class). Click on the name of the article that your discussion question is based on, and reply to my post to post your discussion question(s).

Please remember that in a class of this nature, a variety of opinions and views are to be expected. To ensure a positive learning experience and full participation by all, please listen with an open mind and express your thoughts and responses in a respectful manner.

**Class Presentation and Discussion Leader (35% of your grade).**
Each student is required to co-lead (with one other student) class discussion regarding an assigned article for one of the class days. The assigned article for the day is underlined on the Schedule of Readings. Class discussion leaders are responsible for reading 3-4 additional articles on the assigned topic (you should identify these articles based on the reading and/or literature searches), preparing a presentation of the topic, developing a list of discussion questions based on the assigned reading for the day, and facilitating class discussion. Your presentation plus discussion should be approximately 1 hour. Your presentation on the topic should provide an overview of key theories, methods, findings, etc., in the research area and should pull in ideas from the additional readings that you completed.

On the day of your presentation, please provide me with: 1) a list of the additional articles that you read in preparation for your presentation; 2) an outline of your presentation (or PowerPoint slides, if you use PowerPoint), and 3) a list of discussion questions that you have developed for your presentation. I am available to meet with you individually to discuss your ideas, if desired.
**Final Paper** (30% of your grade).
- Students will complete a 5-7 page (typed, double-spaced) final paper addressing how course material could be incorporated into their own research. This paper is due on Wednesday, 4/27, at the beginning of class.

**Course Schedule and Readings**

1/20: *Introduction to the Class*

I. DEVELOPMENTAL THEMES AND PROCESSES

1/27: *Continuity and Change, Developmental Periods, Developmental Tasks*


2/3: *Nature and Nurture; Genetic Influences on Development*


2/10: *Importance of Early Experience*


Fraley, R. C., Roisman, G. I., & Haltigan, J. D. (2013). The legacy of early experiences in development: Formalizing alternative models of how early experiences are carried forward over time. Developmental Psychology, 49, 109–126.

II. COGNITIVE DEVELOPMENT

2/17: Theories of Cognitive Development


2/24: Memory and Conceptual Development


3/2: Language Development


3/9: SPRING BREAK
III. SOCIOEMOTIONAL DEVELOPMENT

3/16: Emotional Development and Temperament


3/23: Social Development: Family, Parents, and Child Care


3/30: Extrafamilial Contexts: Peers, Schools, Culture


4/6: Developmental Psychopathology


**IV. LIFESPAN DEVELOPMENT**

4/13: *Lifespan Development I: Cognitive Development in Adulthood*


4/20: *Lifespan Development II: Socioemotional Development in Adulthood*


**V. APPLICATION AND CONCLUSIONS**

4/27: *Informing Practice and Policy*


development research for the public and policymakers. *Child Development, 82*(1), 17-32.


**FINAL PAPER DUE**

5/4: Conclusions; Catch up and Review